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ABSTRACT

Advisory groups have been an important segment of career and technology education throughout most of its history. Educators assume that advisory groups can assist in providing quality and relevant career technology education programs. This handbook provides information on structuring and conducting advisory groups for career and technology education in South Carolina, in particular Career and Technology Education Advisory Councils and their subsidiary Program Advisory Committees and School-to-Work Advisory Committees. For these councils and committees, this guide provides the following: (1) organization structure; (2) membership; (3) advisory council role; (4) regulatory duties (if applicable); (5) the Career and Technology Education Advisory Council Serving as the School Improvement Council; (6) local duties; (7) responsibilities of the chairperson; (8) responsibilities of the school administrator; (9) responsibilities of members; (10) terms of service; and (11) member selection. Five appendixes contain the following: suggested annual program of work for advisory councils; sample letter of invitation; sample meeting agenda; sample minutes of meeting; and the advisory committee's work plan. (KC)

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

Handbook for Advisory Groups in Career and Technology Education

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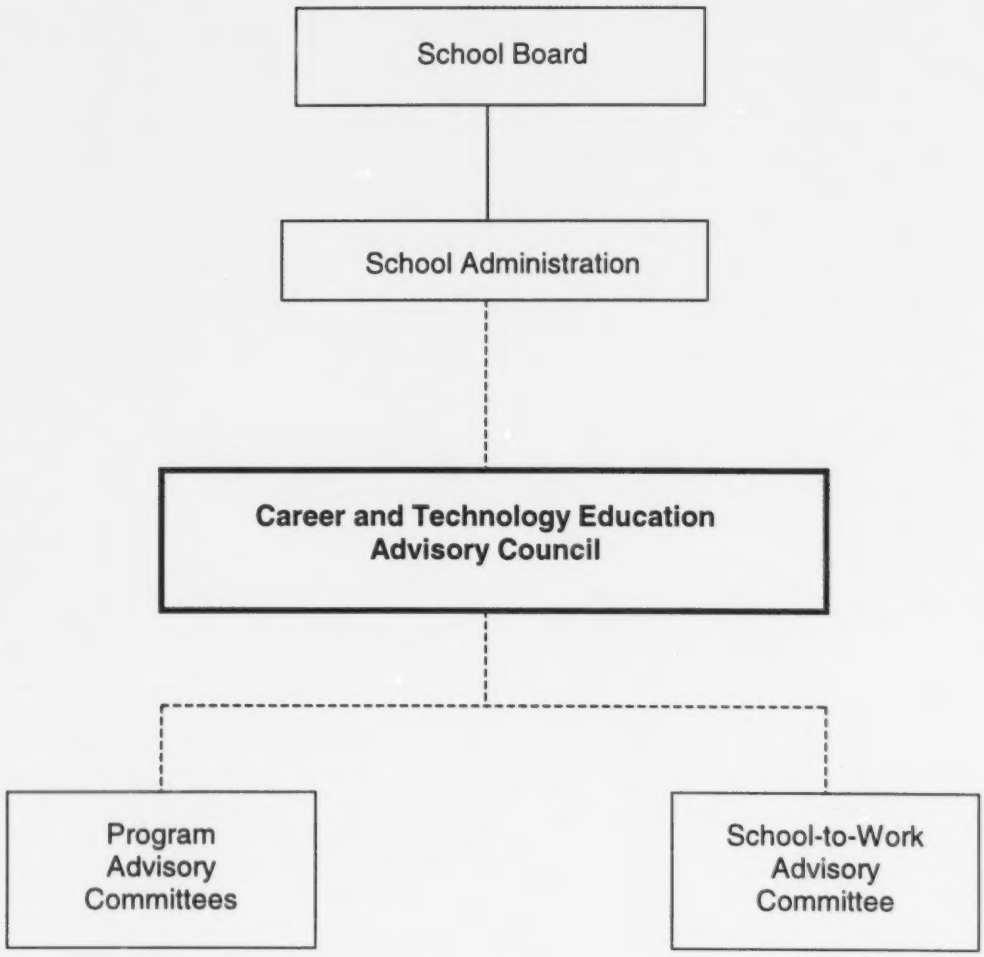
Rationale

Many successful career and technology education programs are effectively supported by advisory groups. The primary purpose of these groups is to serve as a resource and a sounding board for career and technology education teachers and administrators. Advisory groups at the individual career and technology education program level can make important contributions by consulting with the faculty regarding business and industry needs and by assisting the school in planning and implementing relevant education programs for students. In addition to these program-level advisory groups, districtwide advisory groups contribute a valuable service to the administration by providing assistance to career and technology education programs as a whole.

Advisory groups have been an important segment of career and technology education throughout most of its history. Educators appreciate the value of utilizing the knowledge, experience, and skills of individuals from the private sector to enhance the quality of career and technology education programs. It is an inherent assumption among these educators that advisory groups can assist in providing quality and relevant career and technology education programs.

In South Carolina, three types of advisory groups are required. The South Carolina Administrative Provisions for Vocational Education require each local educational agency to establish a functional local career and technology education advisory council and program advisory committees. The South Carolina School-to-Work Transition Act of 1994 requires each school district to establish a local school-to-work advisory committee (Regulation 43.225.F [4] and [5]).

Suggested Organizational Structure for the Local Career and Technology Education Advisory Council



The Local Career and Technology Education Advisory Council

Organization

The South Carolina Administrative Provisions for Vocational Education provides several options for the organization of local career and technology education advisory councils based on the structure of the local career and technology education program. The responsibility for determining the most desirable organization rests with the local educational agency.

- School District with Multidistrict Area Career and Technology Center

  Option 1. The multidistrict area career and technology education center will be responsible for establishing one advisory council representing the career and technology education center and all career and technology education programs in all of the feeder school districts.

  Option 2. Each feeder school district will be responsible for establishing an advisory council representing the career and technology education programs within the respective school district. The multidistrict career and technology education center will also establish an advisory council representing only those career and technology education programs in the center.

- Single School District with Area Career and Technology Education Center

  Option 1. The area career and technology education center will be responsible for establishing one advisory council representing the career and technology education center and all other career and technology education programs in the school district.

  Option 2. The school district will be responsible for establishing one advisory council representing the career and technology education programs in the area career and technology education center and all other schools within the school district.

- School District without Area Career and Technology Education Center

  The school district will be responsible for establishing one advisory council representing all career and technology education programs within the school district.

Membership

The local advisory council should be composed of members of the general public, including appropriate representatives from business, industry, and labor, with the majority being a cross-section of the private sector: top management, supervisors, technicians, and labor. It is required

that the council include members of both sexes and of the racial and ethnic minorities in the geographic area served.

Council members should reflect the variety of businesses and industries in the local community. Health care administrators, entrepreneurs, small business owners, and others employed by small businesses should not be overlooked. Local business organizations that have education committees such as the local chamber of commerce, the Rotary Club, and so on, are excellent sources of potential members who want to be involved in the school system.

Twelve to fifteen members constitute a suitable working council. The council should be large enough to have adequate attendance at all meetings but small enough to reach consensus. Two or three ex-officio members from the K–12 educational community—especially from the areas of mathematics, science, language arts, and career development—should also be included. These members can be invaluable in coordinating the career and technology education with the academic curriculum.

Appointments to the council should be for a specific period, usually three to four years. Terms for individuals should be staggered to ensure the continuity of activities. Membership is usually approved officially by the local board of education or the superintendent. The superintendent of the school district, the local school principal, or the career and technology education administrator should serve as the liaison officer between the local school board and the advisory council.

The council should meet no fewer than two times a year, although more frequent meetings are recommended. Quarterly meetings should be sufficient if a structured agenda is developed prior to each business session. The council also may be involved in other activities such as functions that involve education as well as business and industry, awards programs, board meetings, and so on.

The local advisory council could also serve as the local school-to-work advisory committee. Establishment of a school district school-to-work advisory committee is required by the South Carolina School-to-Work Transition Act of 1994.

The Role of the Advisory Council

The career and technology education advisory council provides the vital link between the education community and business and industry. This body works with the local administration in an advisory capacity only. The council reviews and recommends approval of the local career and technology education plan including its various programs, activities, and funding categories. It also advises on current and projected career and technology education employment and training needs; on the relevancy of the programs and courses offered in the educational system; and on the coordination of programs, services, and activities contained in the local career and technology education plan and the training offered locally under the Job Training Partnership Act.

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The advisory council assists the career and technology education personnel in meeting several regulatory mandates. It is in fulfilling the major functions and responsibilities described below that the council carries out its mission and creates an improved career and technology education program.

Regulatory Duties

Through the regulations cited in the *South Carolina Administrative Provisions for Vocational Education*, an advisory council is charged with the responsibility of reviewing the local vocational plan and advising its appointing authority concerning current job needs, relevancy of existing programs, and coordination of programs and services provided under the Job Training Partnership Act.

In order to comply with this mandate, a local advisory council should involve itself in the following kinds of activities.

- **Reviewing local career and technology education plan.** The local career and technology education plan should reflect input from all parties involved in the career and technology education program, including students, parents, teachers, supervisors, administrators, and community-based organizations (Private Industry Councils), as well as the local career and technology education advisory council. Program advisory committees should also be used to provide input regarding specific program areas. Such participation will assure not only the development of a viable plan but also a broad local participation in the implementation of the plan. The following strategies should help facilitate this process:

  - devising techniques for involving council in program planning,
  - reviewing the state and local planning process,
  - becoming familiar with overall school district career and technology education program, and
  - obtaining input from advisory council/committee members.

- **Advising on current job needs.** Rapid technological change and the attendant changes in job requirements have made the continuous assessment of employment trends and emerging occupations an essential process for a viable career and technology education program. In addition to its members' individual knowledge concerning current job needs, the council should review certain employment data to secure information on which to base its advice to an education institution or system. Such sources include the following:

  - the South Carolina Employment Security Commission,
  - the South Carolina Occupational Information System (SCOIS),
  - community-based organizations (e.g., chambers of commerce, personnel directors associations, development boards),
  - area employers,
  - local surveys and needs assessments, and

- follow-ups of graduates.

- **Advising on the relevance of career and technology education programs as they are related to current job needs.** Based on the occupational needs of the labor market, an annual assessment of the existing career and technology education program should be conducted to determine whether the current programs and courses are preparing students to function adequately in occupations of their choice and whether these programs and courses are applicable to available employment opportunities. The council's advice should be based on the results of this ongoing assessment. Sources of information include the following:

  - follow-ups of career and technology education program completers,
  - surveys of employer reaction regarding performance of employees,
  - the examination of career and technology education enrollment patterns,
  - reviews of career and technology education completer reports,
  - evaluations of the program's administration,
  - reviews of curriculum competencies, and
  - evaluations of the adequacy and appropriateness of equipment.

- **Coordinating programs and services with the Workforce Investment Act.** The federal job training program, the Workforce Investment Act (WIA), was established to prepare youth and unskilled adults for entry into the labor force, especially those who are economically disadvantaged or who face serious barriers to employment. Each service delivery area has a Private Industry Council (PIC) that administers the various training programs. Career and technology education programs must be coordinated with the WIA to avoid unnecessary duplication of programs and services. Sources of information include the following:

  - the South Carolina Employment Security Commission,
  - PIC minutes and contacts, and
  - prime sponsors and contractors.

The Career and Technology Education Advisory Council Serving as the School Improvement Council

The Education Improvement Act of 1984 (EIA) requires that each school establish an improvement council to assist in the development and monitoring of the school improvement council according to the established state criteria, to provide advice on the use of school incentive awards, and to assist in the preparation of the annual school improvement report. Area career and technology education centers are allowed to utilize the career and technology education advisory council to perform all duties and responsibilities of the school improvement council. Some sources of information for the career and technology education local advisory council that serves as a school improvement council are the following:

- the School Council Assistance Project at the University of South Carolina,

- school improvement reports,
- school accreditation reports,
- career and technology education Year End Report and Placement Follow-up Reports
- state assessment program results.

Local Duties

The most significant function of the career and technology education advisory council involves those activities that are not mandated but that are designed to improve and strengthen the local career and technology education program. Such activities may be conducted by the council as a group or, in some cases, by individual members representing the council.

The following list is not intended to be all-inclusive, but it should provide direction to the council members on what they can do to improve the local career and technology education program:

- conduct public relations activities to promote career and technology education (functions that include business and industry along with education, Career and Technology Education Week, and awards programs);

- conduct program evaluations to determine needs and future direction;

- sponsor professional development activities for teachers and administrators (e.g., Educators in Industry, summer work experience),

- assist with the budget development and review (individual program budgets and overall career and technology education budget),

- assist with the development and review of equipment grants,

- make recommendations concerning equipment,

- conduct placement activities,

- assist with career and technology education student organizations,

- participate in school programs and activities, and

- assist with the review of the annual progress report.

Responsibilities of the Chairperson

The chairperson provides the leadership and direction for the career and technology education advisory council and also serves as the spokesperson for the group. The chairperson is elected annually. He or she should be knowledgeable about the needs of local business and industry and should be familiar with the career and technology education programs and school district operations and procedures. The chairperson should be from the private sector.

The responsibilities of the chairperson include the following:

- presiding over all council meetings and thus knowing basic parliamentary procedure;
- coordinating with the designated administrator in planning and developing an agenda for each council meeting;
- assisting the school administrator in developing an annual program of work for the advisory council (see appendix 1);
- signing required forms/reports for the council indicating involvement and input (e.g., the local career and technology education plan, school improvement report, adult career and technology education funding application, EIA grant applications);
- serving as spokesperson for the council (e.g., at board meetings, awards activities, functions involving education and business and industry);
- appointing committees and assigning special activities; and
- presenting reports and recommendations from program advisory committees to the council for discussion and action.

Responsibilities of the School Administrator

The school administrator serves as the liaison between the career and technology education advisory council and the local school board. In this role, the administrator organizes and develops the roles of the council and facilitates these roles as the members carry out their duties and responsibilities.

The responsibilities of the school administrator include the following:

- selecting and recommending potential council members;
- orienting and familiarizing members with their duties and responsibilities;
- serving as secretary or providing services for maintaining minutes of all meetings;

- submitting council minutes to the superintendent and assistant superintendent for instruction for review and action;
- submitting reports to the council chairperson on the superintendent's actions regarding recommendations;
- preparing and submitting reports for the advisory council as required;
- conducting activities to familiarize the council with all career and technology education programs;
- assisting the chairperson in developing an annual program of work for the advisory council (see appendix 1);
- coordinating reports and recommendations from the program advisory committees to the advisory council;
- assisting the chairperson in developing an agenda for each meeting of the council;
- engaging council members in career and technology education program activities;
- recognizing council members (e.g., by holding special functions, awarding certificates and plaques);
- actively involving the members of the advisory council in activities to improve the career and technology education program (e.g., annual program evaluation, budget presentation); and
- posting an agenda that follows Freedom of Information Act guidelines and notifying the press of meetings.

Responsibilities of Members

Each member who accepts an appointment to the local career and technology education advisory council becomes a vital link between the educational system and the community. Career and technology education's strength comes from the involvement of leaders within the local community.

The responsibilities of the advisory council member include the following:

- attending meetings regularly,
- becoming knowledgeable about the career and technology education program,
- participating in council discussions and committees,

- evaluating information objectively, and
- participating in activities to promote and strengthen career and technology education.

The School-to-Work Advisory Committee

(According to the School-to-Work Act of 1994)

The following are suggestions to be considered when organizing the school-to-work advisory committee:

A. Each school district should appoint and convene by November 15 of the current school year a local school-to-work advisory committee comprised of representatives from the following groups: local school and district administrators and teachers, parents, students, leaders from local business and industry, and representatives from postsecondary institutions.

B. Local school-to-work advisory committees should meet no fewer than three (3) times per year.

C. The functions of the school-to-work advisory committees should be

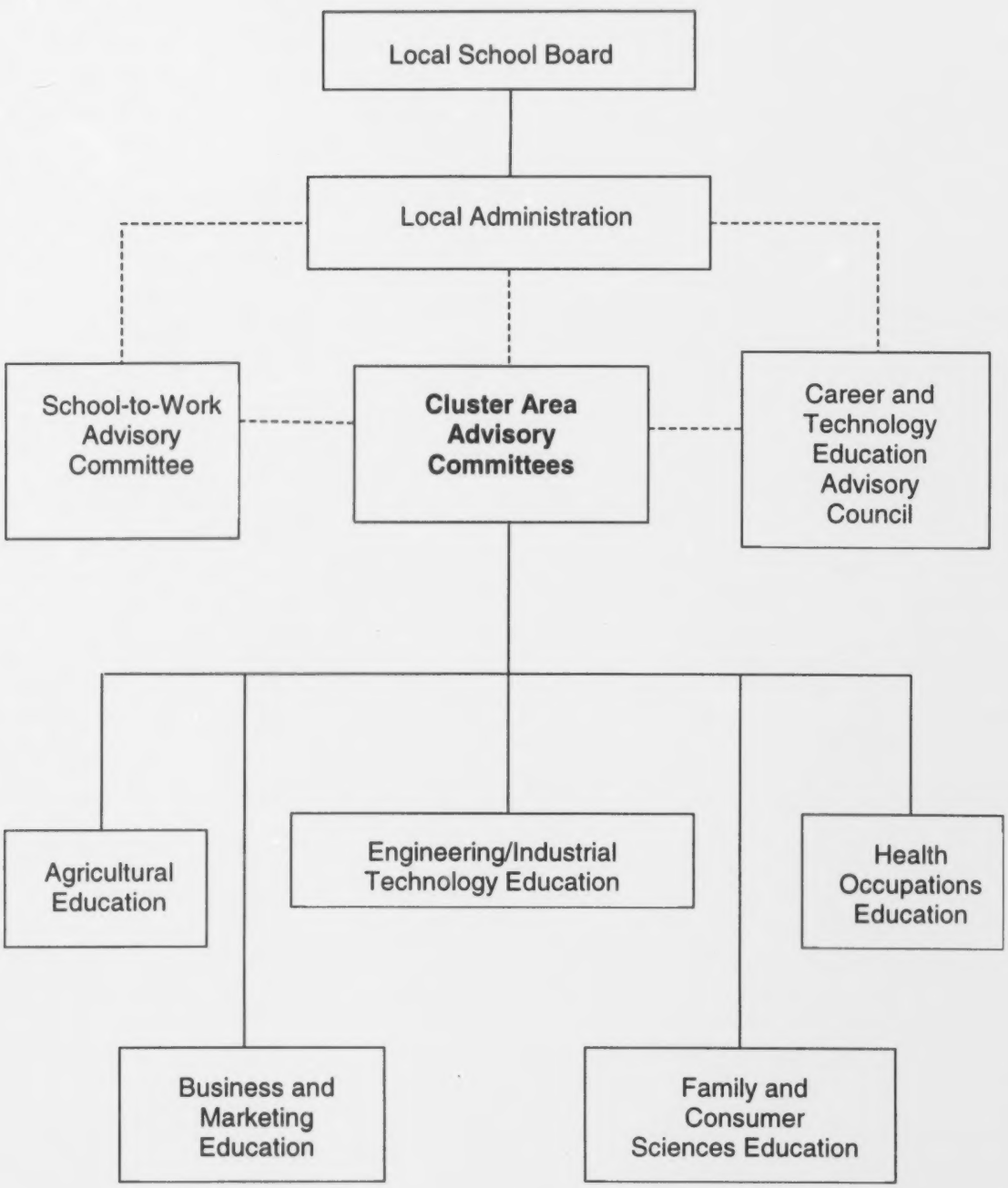
- to review the results of the comprehensive needs assessment and to formulate and submit recommendations addressing the unique employment needs of the area and

- to conduct a program quality review (at least once every three years) to assess the rigor and relevancy of the school-to-work system and to submit the results and appropriate recommendations to the school district board of trustees to be reported in the school district's strategic plan (Act 135).

D. The chairperson of the local school-to-work advisory committee should be a member of the committee from the private sector or from an agency or organization other than the local school district and should be elected by the local school-to-work advisory committee.

E. Local school-to-work advisory committee members should be appointed by the local school district board of trustees. The length of the term that an advisory committee member serves should be established by the local school district board of trustees. A minimum of three years is recommended; initial terms should be staggered.

Suggested Organizational Structure for Career and Technology Education Advisory Groups



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The Program Advisory Committee

The program advisory committee is established to provide assistance for the improvement of career and technology education programs. A program advisory committee is required for each career cluster and each course within the Engineering/Industrial Technology Education career cluster receiving any type of career and technology education financial assistance in South Carolina, according to the South Carolina Administrative Provisions for Vocational Education. The people with specific knowledge and experience in business and industry comprise the advisory committee, which advises the career and technology education instructor and administrator of the high school or area career and technology education center. The advisory committee is usually composed of five to eight members from the community or the geographic area served by the career and technology education programs.

The program advisory committees should meet at least twice per school year; however, additional meetings are recommended.

The Term of Service

Advisory committee members are usually appointed for one to three years, but they may serve indefinite terms. The length of service should be considered so that the tenure of service will not constitute a burden to members and so that others who are qualified and interested in serving will have the opportunity to do so. The terms of service of committee members maybe staggered so that new as well as experienced members may serve together in the interest of continuity.

Advisory committee members serve without pay and have no legal or authoritative status. The rewards of their services are found in the fruits of their efforts in fostering the operation of career and technology education programs that benefit the students, the community, and business and industry. Committee members provide an invaluable service to career and technology education programs, and they should be properly utilized and recognized by school officials for these services.

Selecting Program Advisory Committee Members

Advisory committee members should include representatives from groups such as labor and management, as well as professional, trade, and technical associations for the respective career cluster or course that they serve. School administrators, career and technology education teachers, and teachers of applied academic courses may serve as ex-officio members, but *they should not be counted as part of the total membership of the committee.* Representation on the committee should include appropriate populations within the local community, such as persons from both sexes and from racial and ethnic minorities.

Members of program advisory committees should be approved by the school administration after the recommendation and counsel of the career and technology education instructor. Using this method to choose committee members, the career and technology education instructor and school administrator should agree upon a desirable slate of potential candidates who possess the knowledge and experience in the career and technology education career cluster or course for which they will serve. A letter (see appendix 2) may be sent to the potential member, notifying the individual of the goals and purposes of the committee and offering him or her the opportunity to serve as one of its members.

Roles of Program Advisory Committees

Advisory committees can perform a wide variety of functions. The following list is not intended to be all-inclusive, but it should provide direction to committee members on how they can improve career and technology education programs. The "Advisory Committee's Plan of Work" is included (appendix 5) to assist the committee in meeting the objectives of the school or center.

- The advisory committee can provide advice with regard to such concerns as
  - current labor needs;
  - the relevance of programs (i.e., whether or not courses offered in career and technology education are meeting current job needs);
  - job opportunities for students and graduates of career and technology education programs;
  - placement and school-to work activities and strategies; and
  - the relationship between job needs and employability skills and competencies such as problem-solving, communication, and mathematics ability.

- The advisory committee can help determine community needs with regard to such matters as
  - school-to-work opportunities,
  - adult career and technology education classes,
  - new and emerging occupations,
  - nontraditional employees, and
  - in-service training for career and technology education faculty and staff.

- The advisory committee can assist in the selection of course material to ensure that it not only meets the needs of students but also reflects the needs of business and industry
  - by reviewing program objectives;
  - by reviewing course outlines and proposed textbooks;
  - by helping to identify competencies to be taught, including workplace skills; and
  - by suggesting revisions or additions to the career and technology education curriculum.

- The advisory committee can assist with program evaluation activities
  - by helping to evaluate safety regulations and requirements;
  - by helping to determine needs with regard to instructional supplies and materials;
  - by helping to identify the equipment that is appropriate for specific program needs;
  - by making suggestions on the appropriateness of the facilities, the equipment layout, and the teaching environment; and
  - by giving equipment and material costs for determining the program's operating budget.

- The advisory committee can assist in the task of surveying to determine community needs
  - by helping determine the specific data to be gathered,
  - by suggesting methods for securing these data,
  - by assisting in the actual data collection, and
  - by assisting in the interpretation of the data.

- The advisory committee can provide support and suggestions for public relations activities
  - by promoting career and technology education in the school and the community,
  - by providing current occupational information to school personnel,

- by helping to create exhibits or displays;
- by suggesting methods for recognizing students through the news media,
- by helping to prepare and review brochures explaining the career and technology education program, and
- by giving advice with regard to various forms of program promotion.

- The advisory committee can support career and technology education student organizations
  - by suggesting means of raising chapter funds,
  - by helping to secure speakers for chapter functions,
  - by offering suggestions for obtaining financial aid for individual members,
  - by serving as judges for local, district, and state events,
  - by attending leadership development activities and other chapter events.

- The advisory committee can help plan special events such as
  - Career and Technology Education Week,
  - National Career and Technology Education Student Organization Week,
  - career and technology education banquets and other appropriate social activities,
  - special events and demonstrations, and
  - field trips.

- The advisory committee can assist with in-service opportunities for instructors.
- The advisory committee give advice regarding support services for students enrolled in nontraditional programs who need special assistance.
- The advisory committee can recommend and assist in obtaining resource personnel and guest speakers for career and technology education programs.

In addition to these services, advisory committees may provide financial and legislative support, help establish scholarships and awards for students, support the administration in local appropriations, provide support for state and national legislation affecting career and technology education, assist school officials in making provisions for adult classes, and assist in meeting the needs of disadvantaged/disabled students.

Responsibilities of the Career and Technology Education Instructor

The career and technology education instructor should serve as both a coordinator and a facilitator in establishing and maintaining effective program advisory committees for career and technology education programs. In the role of coordinator, the instructor consults with others in organizing and developing roles for the committee. In the role of facilitator, the instructor works to assist the committee members by making it convenient and expedient for them to carry out their duties and responsibilities.

Among the duties of the career and technology education instructor are the following:

- recommending potential advisory committee members to the administration,
- coordinating with the administration in selecting program advisory committee members,
- orienting and familiarizing program advisory committee members concerning the most salient factors of the career and technology education program,
- informing committee members of their roles and functions as an advisory group,
- planning and coordinating advisory committee meetings and notifying committee members in writing,
- preparing an agenda for advisory committee meetings (see appendix 3) in consultation with the chairperson,
- serving as temporary chairperson of the advisory committee until a permanent chairperson can be elected (usually after the first meeting),
- recording and preparing accurate minutes of each meeting, outlining the committee's actions and recommendations (see appendix 4),
- submitting committee minutes to the administration for review and action, and
- preparing and submitting reports to the program advisory committee chairperson on decisions made and on action taken by the administration regarding the committee's recommendations.

Responsibilities of the Chairperson

The role of the committee's chairperson is to provide direction and to serve as a spokesperson for the group. This person should be elected annually (usually at the first meeting of the school year) and should be an individual who possesses a knowledge of the needs of business and industry and who is familiar with the school's operations and practices. It is recommended that a person from the private sector serve as chairperson of the committee.

Among the duties of the chairperson are the following:

- coordinating with the career and technology education instructor in planning and developing an agenda for each meeting;
- presiding at committee meetings, giving members the opportunity to express their opinions, to give advice, and to make recommendations;
- providing input, when appropriate, to the local career and technology education advisory council regarding the committee's findings and recommendations;
- working with the career and technology education instructor in confirming the committee's commendations to be submitted to the administration for review and action; and
- securing a status report of previous recommendations from the career and technology education instructor and informing the membership of the status of their recommendations.

Responsibilities of the School Administrator

The success of the program advisory committee depends largely upon the role the school administrator plays in the total process. As the leader of the school, the administrator must provide visible leadership in establishing and maintaining program advisory committees, and he or she must give the necessary cooperation and moral support to others as they carry out their duties and responsibilities. Realizing the important contributions that private sector participants can make in improving the total education process, the school administrator should place program advisory committees as one of the school's highest priorities.

Among the duties of the school administrator are the following:

- reviewing and approving a slate of committee members for each program,
- meeting with the advisory committees when appropriate and when his or her schedule permits,
- coordinating with the career and technology education instructor in devising a method of submitting an advisory committee's recommendations,
- reviewing and responding to all recommendations of the program advisory committees in writing, and
- submitting recommendations to the next level of administration, if necessary.

Appendix I

Suggested Annual Program of Work for the Advisory Council

- Assessment of Current Job Needs

  A. Survey employers.
  B. Review employment data from Job Service, the development board, the chamber of commerce, and so forth.

- Assessment of the Relevance of the Career and Technology Education Program

  A. Review and evaluate existing programs, curriculum, facilities, equipment, and so on.
  B. Assist in updating existing programs.
  C. Help establish new programs.
  D. Help establish student proficiency standards.
  E. Review and evaluate the school-to-work program.
  F. Review and comply with state career and technology standards.

- Annual Career and Technology Education Plan

  A. Assist administrators in developing the annual plan.
  B. Assist in the evaluation of the annual plan.

- Program Staff

  A. Assist with teacher recruitment and selection.
  B. Identify resource persons from business and industry.
  C. Recommend individuals to teach adult programs.
  D. Arrange summer work experiences for teachers.

- Public Relations

  A. Develop community awareness with regard to the programs.
  B. Speak before civic and service clubs.
  C. Develop a speakers' bureau for programs.
  D. Establish ways for outstanding students to be given recognition.
  E. Promote programs through the news media.

- Student Placement

  A. Notify the school of job openings.
  B. Assist teachers with job skills instruction and placement activities.
  C. Review follow-up records.
  D. Accept school-to-work experience for employment.

- Student Organizations

  A. Sponsor competitive events.
  B. Serve as judges or consultants at local, district, and state events.
  C. Speak at student organization meetings.

- Curriculum

  A. Review recommendations of program advisory committees.
  B. Review enrollment data, program evaluations, and budget requests.
  C. Present budget recommendations to the local board.
  D. Review and evaluate the Tech Prep curriculum.

- Evaluation

  A. Assist in annual program reviews.
  B. Review the comprehensive needs assessment.

- Annual Reports

  A. Review the annual progress report, if applicable.
  B. Review the annual school improvement report, if applicable.
  C. Review reports of school-to-work activities.

Appendix II

Sample Letter of Invitation

May 30, 20__

Ms. Betty Sue Lowe, President
Serial National Bank
1555 Towaway Road
Oakland, South Carolina 29990

Dear Ms. Lowe:

The Oakland Career and Technology Center is in the process of selecting individuals with special knowledge and experience to assist the Center in improving its Business and Marketing Education program. Due to the technological changes that are constantly being made in the workplace, we are compelled to seek advice and assistance from the private sector to help us keep our programs relevant.

Our state regulations for career and technology education programs mandate that all such programs maintain active program advisory committees to assist in the planning and the monitoring of instructional activities. For these reasons, we are soliciting your assistance.

May we take this opportunity to invite you to become a member of the Business and Marketing Education Program Advisory Committee? Through your service on this committee, we are confident that the quality of education for our youth will be improved, and we are eagerly awaiting your response.

The enclosed form is provided for your convenience. Please tell us of your decision by checking the appropriate response, and return the form to us by the date indicated. If you have any questions or concerns, please call me at 893-334-3218.

Thank you for your consideration.

Sincerely,

Joseph Sims, Director
Oakland Career Center

Samye Dial, Instructor
Business and Marketing Education

JS/SD
Enclosure: Response form

Sample Response Form

Oakland Career and Technology Center
Business and Marketing Education Program Advisory Committee
2000–01 School Year

Please return by _____

_____ Yes, I will serve as a member of the Program Advisory Committee listed above.

_____ No, I cannot serve at this time, but please keep my name on record for the future.

_____ No, I regret that I will be unable to serve.

Signature: _____

Appendix III

Sample Meeting Agenda

Oakland Career and Technology Center
Oakland, South Carolina

Business and Marketing Education Program
Advisory Committee Meeting
March 10, 20__

6:00 P.M. Meeting Called to Order

Minutes of Last Meeting

Unfinished Business

1. Report on Career and Technology Education Week Activities
2. Report on Progress of Upgrading Computers for Data Processing Classes
3. Report on the Benefit of In-Service Activities for Business and Marketing Education Teachers

New Business

1. Areas of the Curriculum That Need Emphasis
2. Areas of the Curriculum to Be De-emphasized
3. New Practices in the Workplace

Review of State Department Program Evaluation Results

7:00 P.M. Meeting Adjourned

Refreshments

Appendix IV

Sample Minutes of Meeting

Oakland Career and Technology Center
Business and Marketing Education Program Advisory Committee
Minutes of the January 12, 20__, Meeting

The Business and Marketing Education Program Advisory Committee met at the Center on January 12, 20__. The following members were in attendance: Betty Sue Lowe, Dorothea Smalls, Janice Falls, David World, Faye Jimson, and Teddy Jones. Theodore Kelly was absent due to illness. Also present were members of the Business and Marketing Education staff: Jo Lynne Jefferson (secretary), Tandy Moore, and Samye Dial.

The meeting was called to order at 6:00 P.M., with the chairperson, Ms. Lowe, presiding. The minutes from the previous meeting were read as the first item of business for the meeting.

The next item on the agenda was the status of the computers in word/information processing classes. After a report by Ms. Dial on the current memory capacity of the Center's computers, committee members discussed the issue of the amount of memory the computers should have in order for them to provide adequate experiences for the students enrolled in word/information processing classes. It was the consensus of the committee that a recommendation be submitted to the administration that the memory capacity of the computers be upgraded.

Other business discussed during the meeting consisted of plans being made by the Center and the involvement of the Business and Marketing Education Department in the upcoming Career and Technology Education Week celebration. Committee members were also informed of plans for the Business and Marketing Education staff development on January 21 at the Serial National Bank. The staff development will focus on new accounting procedures and will be conducted by Betty Sue Lowe, chairperson of the Advisory Committee.

The committee agreed that the next meeting would be March 10, 20__. There being no further business, the meeting was adjourned at 7:00 P.M.

Appendix V

The Advisory Committee's Plan of Work

Objectives	Strategies/Steps	Target Date	Results
1. Review the goals and objectives of the program and serve as a communication link between the high school or center and the community.	1. Review the mission of the high school or center and the demographics of the community it serves. 2. Review information about the program and its own demographic profile.		
2. Identify community resources that will help support or contribute to the success of the program.	1. Provide back-to-industry experiences for the faculty (when appropriate). 2. Review the potential for sponsoring student scholarships, recognition programs, foundation programs and other program enhancements. 3. Provide guest lecturers and opportunities for field trips.		
3. Inform the high school or center staff of changes and trends in the economy and local workforce.	1. Share information with other committee members concerning changes, trends, and issues in one's own business or organization. 2. Identify job openings within one's business or organization. 3. Identify job titles in areas of work related to the program. 4. Identify entry-level and average salaries in jobs related to the program.		
4. Assist in recruitment, providing work-based learning opportunities, and assist in placing graduates with prospective employers.	1. Identify work sites for internships and placement of students. 2. Promote the program throughout the community. 3. Conduct career forum (employability skills) for students.		
5. Review and recommend revisions in the program's curriculum.	1. Identify skills and knowledge offered in the program curriculum with standards required by professional agencies. 2. Review or program skills and knowledge and determine their relevancy to business and industry needs.		
6. Review and recommend facility and/or equipment improvements.	1. Review the facility and equipment utilized for the program. 2. Identify new technology and developments that should be used in the program. 3. Recommend equipment needs for the program.		